DOCUMENT RESUME

ED 080 883 CE 000 099

AUTHOR Smith, G. A.
TITLE A Report on the Dulverton Pilot Scheme for Rural Libraries.
PUB DATE Jul 73
NOTE 23p.; Sponsored by the Dulverton Trust

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Foreign Countries; Illiterate Adults; Library Circulation; *Library Facilities; Library Instruction; Library Material Selection; *Library Planning; Library Services; Literacy; *Literacy Education; *Rural Areas
IDENTIFIERS *Rhodesia

ABSTRACT

The provision of reading materials through a simple rural library service in Rhodesia was considered to be useful in helping to create a literate environment. The primary purpose of this study was to determine whether or not a rural library did, in fact, accomplish this end. The secondary purpose was to determine the profile characteristics of library users and to make recommendations for improving such a service. Data were collected by interviewing library users and by recording information on books borrowed by users. It was concluded that interest in reading will gradually build up in the community as a result of the library scheme. Recommendations were that: library boxes at small rural centers are a useful adjunct; library facilities should be limited to those rural centers where there is an active, local, developmental organization; a special effort should be made to interest rural school-leavers in joining local libraries; simple library management can be easily taught; reading lists should be constantly updated; and a study of the difficulty of reading material in the vernacular should be done. (KP)

University of Rhodesia
Institute of Adult Education

G.A. Smith
Lecturer in Adult Education

ED 080883

A Report on
THE DULVERTON PILOT SCHEME FOR RURAL LIBRARIES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SUMMARY of CONTENTS

INTRODUCTION and BACKGROUND	1
IMPLEMENTATION OF THE PILOT LIBRARY SCHEME	2
MANAGEMENT OF THE LIBRARIES	3
LITERACY AND READING MATERIALS	6
THE INVESTIGATION: METHODOLOGY	11
FINDINGS	14
CONCLUSIONS	18
ACKNOWLEDGEMENTS	21
REFERENCES	22

INTRODUCTION and BACKGROUND

In 1970 the author suggested to the Commission of Inquiry into Library Services in Rhodesia, that to have their greatest impact, library services in African rural areas should be integrated with overall development.

Such an integrated development programme was initiated in Seki Tribal Trust Land in 1969/1970 with the co-operation of the Adult Literacy Organisation of Rhodesia (ALOR), the local Catholic mission, the Credit Union Movement and various commercial concerns interested in rural development.

The programme was based on savings clubs as the means to mobilise small-scale savings in order that participating subsistence farmers could purchase inputs for agricultural and home economics 'package programmes'. Literacy classes were also organised at two levels for members of the savings clubs who wished to attend. (Smith, 1970 and 1971).

The programme has been expanded since 1969/1970 to include Salvation Army and Methodist centres, there are over 1,000 members and it is now estimated that more than one family in six belongs to a savings club and about half of these participate fully in agricultural package programmes at Seki. ALOR is no longer involved in the programme.

It was considered that the provision of reading materials through a simple library service would be a useful adjunct to the programme (by

CE 000 099

FILMED FROM BEST AVAILABLE CO

helping to create a 'literate environment', assisting literacy retention and providing reading material on developmental subjects) and that the Seki project presented the opportunity to evaluate a pilot library scheme as part of a wider development programme.

In 1971 the author applied to the Dulverton Trust for financial assistance in order to establish such a pilot library scheme at Seki. It was proposed that book boxes (steel trunks) each containing 100 to 200 books in Shona and English would be provided at the larger savings clubs, so that the problems and possibilities of library provision in an African rural area could be studied.

The Dulverton Trust generously provided the finance (which at the author's request, was channelled through ALOR at the end of June, 1972) so that the scheme might be implemented and evaluated.

IMPLEMENTATION OF THE PILOT LIBRARY SCHEME

The first library was established at the Catholic Centre of Besa in August, 1972.

The inaugural meeting was attended by fourteen women, all members of the savings club, who wished to join the library. At this meeting a library committee, consisting of three members and a librarian, was elected. During the meeting the library scheme was explained - especially the rules for borrowing books. Each member then filled in a borrower's registration card and the library at Besa was initiated.

At a follow-up evaluation visit in October it was found that membership had increased to twenty-three, and there were no 'drop-outs' or book losses. It was then agreed with the Seki parish priest that no more libraries should be established until the pressure of work in the fields had eased - at the conclusion of the farming season in March/April, 1973, and then only if there was a considerable interest and demand from other centres.

During February and March, 1973, it was ascertained that there was great interest in the library scheme at various Methodist savings clubs, and in April, following inaugural training sessions, libraries were established at the two largest savings clubs - Murape and Jonasi.

Interest in the scheme spread, and, once it was clear that there was a demand for reading materials, libraries were also established at five other savings clubs at Seki.

MANAGEMENT OF THE LIBRARIES (with acknowledgements to Mrs. Scott-Burden).

Housing

The books are kept in a locked steel trunk in a dry room used for savings club meetings. When the libraries are open ideally there should be a desk or table for the library administrator(s) to sit at. Unfortunately, this furniture is not available at all centres.

Staffing

The issue of books is under the control of the librarian and committee (not less than three) elected from the members of the savings club.

Registration of borrowers

Each borrower fills in a registration card giving the following details:

Name
Savings Club Number
Age
Sex
Grade completed at school.

The back of the registration card is ruled into squares so as to provide a record of books borrowed by each library user. The book borrowed is designated by its number. When the book is returned the number is crossed out.

Each new member pays a five or ten cent joining fee which is to be used for maintenance of bookstock or as a subscription to the Homecraft magazine or other magazine or newspaper.

Lending books

The libraries are open once a week at the time that the savings club meets. (It has been suggested to the committee that the libraries should also open after the weekly church service or the Ruwadzano (Church Women's Organisation) meeting if this is on a different day to the savings club meeting).

A reader who has filled in a registration card can borrow one book at a time. The book must be returned at the next savings club meeting. The book can be renewed if desired. (Two books may be borrowed at one time if the library committee agrees - this depends on the number of members and books available).

The librarian enters the number of the book borrowed on the back of the reader's card. At the end of a lending session the librarian gathers the readers' cards together and keeps these in the steel trunk.

Return of books

Each book is checked by the librarian/committee for damage or mutilation, other than ordinary wear or tear. Any member guilty of wilful damage is warned that if it happens again he/she will not be allowed to use the library. (So far, there has been no deliberate damage to books).

When a book is returned the number of the book is crossed out from the back of the card.

Instruction in the use of books

The main components of a book (e.g., contents page, index - where there is one) etc., are pointed out to new members, and each user is taught how to read a book - e.g., clean hands, avoid turning down corners of pages, keeping the book safe - out of the reach of small children, etc.

Recording the book-stock

Records should be kept at a central point - initially this has been the university, which has ordered and received books for the libraries. It is felt that book-stock records should not be the responsibility of the local library committee.

Once books are received, details are entered in a stock book. Each library is allocated its own stock-book. Each publication received is given a number (from one to infinity). Next to the number in the stock-book are inserted the following details - author, title, subject of the book, source and comments, e.g., date of delivery to the library.

Costs

The initial cost of providing a steel trunk and between 100 and 200 books in Shona and English at each centre varies between $50,00 and $90,00 depending on the range of books supplied.

Various donations of books have also been received for the scheme, and additional books have been purchased for different centres according to reading interests and requests for reading materials.

Proximity to library

Baregu (1972) suggests that people should get used to the existence of a local village library even before they are literate, so that as the community grows more literate there is access to reading materials. He supports the idea of fixed centres initially, rather than mobile libraries, especially where road communications are poor. With fixed centres most decisions on time-tables, duration of borrowing etc., can be left to the local community.

Initially at Seki it was thought that libraries might be shared between two centres, e.g., Madamombe/Ndamuka and Jonasi/ Rusirevi which are only three to four miles apart. However, figures from Jonasi showed that not a single member of the Rusirevi savings club was a member of the library which was located at Jonasi. Apart from the inconvenience, there is a

parochial attitude towards visiting other centres for developmental and other activities, except on special occasions. Thus the suggestion of sharing between nearby centres was discarded and libraries provided at the eight largest savings clubs in Seki.

LITERACY AND READING MATERIALS

During the implementation of the pilot scheme ALOR expressed dissatisfaction, and doubted whether the range of books in the libraries catered for the 'new literate'. This issue raises questions of the availability of book-stock in vernacular languages, justification for the provision of reading materials in English, the assessment of readability, the range of reading levels in the community, and the provision of specially prepared and tested materials for those with very limited reading ability.

Book-stock - limitations of the vernaculars

Rhodesia has two main indigenous vernaculars - Shona - spoken by 3,433,000 people and Ndebele - spoken by 707,000 people approximately (CSO 1971).

The available literature in either of these vernaculars is negligible. The Rhodesia Literature Bureau has about seventy-five titles in Shona (not including comics). Mambo Press publishes about another ten titles with perhaps thirty additional religious publications such as the Bible, commentaries, catechisms, lives of saints and prayers. Some of this religious material is in the form of brief pamphlets.

Thus, there are probably less than 150 titles in Shona, and considerably less in Ndebele, available as vernacular book-stock.

Most of this material is not written with the reading levels and difficulties of readers in mind. The Rhodesia Literature Bureau, for example, sees its task as building a book market to supply the needs of the African people by sponsoring local authorship in the vernacular and assisting with manuscripts, publication, retail outlets and sales promotion.

McColvin (1956:185) has drawn attention to the negligible number of publications in vernaculars and the impossibility of basing any library service on vernacular languages in East Africa. The scheme proposed was founded on books in English forming the bulk of the stock, but also utilising such vernacular literature as existed.

The adult Tribal Trust Land population consists of 1,206,000 people of whom 541,000 left school in Standard 3 or below. It is estimated that most of this group can read material in the vernacular at various levels. A further group of 256,000 adults left school above Standard 3 and it is estimated that a proportion of these can read material in English at various levels. (Smith, 1971).

Childs (1971) also notes that since 1970 all Grade 1 classes in all schools in the Government and Aided system were working on the 1967 syllabus in which English is introduced as the medium of instruction. This new approach to African primary education will increase the demand for reading materials in English in the future.

In the Seki libraries project book-stock has so far been based on the vernacular literature available, supplemented by books in simple English which were considered to have appeal to Africans who had completed at least a Standard 3 education and could read English. Further provision of book-stock is of necessity mainly limited to newspapers and magazines in the vernacular and additional books in English.

Assessing readability

The problem of assessing the level of reading difficulty of reading materials has been tackled by various systematic approaches, and although it is beyond the scope of the present library study, a brief outline is given here to indicate what is involved.

1. Readability Formulae

Gray and Leary (1935) selected five variables to index readability: number of different words used, uncommon words,

personal pronouns, prepositional phrases and average sentence length.

Flesch (1943) - the Flesch formula, and Gunning (1952) - the Fog Index, developed formulae, based principally on sentence length and word length to measure reading difficulty.

"Words" in Shona consist of a varying number of syllables and combinations of language elements. For example, "word length" i.e., number of syllables in each one hundred word sample, in Musha Unofadza (which is considered to be suitable for 'new literates' who have completed the Shona primer) is well over 300. This is also the case for Lit-Lit reading materials at Stage II - the primer is considered to be Stage I. In the interpretation of Flesch's 'reading ease' scores, 'word length' of 192 or more is described as 'very difficult' and typical of scientific written material (Leedy 1956:284).

Thus, if word length is an important assumption in measuring reading difficulty it may not be possible to produce 'very easy' reading materials in the present 'conjunctivist' style of written Shona, which, according to the Flesch reading ease criteria, should have a 'word length' score of 123 or less.

In the 'Cloze procedure' described by Taylor (1953) the text is mutilated by the elimination of very nth word and the reader is asked to supply the missing words.

Word Lists

Word frequency lists are often used to assess the suitability of vocabulary for various levels of readers and to control the introduction of new words in each chapter or page of a book.

However, criticisms have been made of limitations in the use of word frequency lists. For example, oral frequency counts are very difficult to make and a single word may have many meanings, a reader in his own language already has a far larger vocabulary than appears in any basic word list, some words are essential to communication irrespective of their relative frequency, and words

should be functional, by taking into account the needs of the readers and their environmental circumstances (e.g., East, 1959: 270-74 and Richards, 1963: 39-40).

The author proposed a provisional basic list of English words based on frequency and function in preparing handouts for rural African readers : Smith (1966). Rhodesia Lit-Lit compiled graded word lists in 1964 with the assistance of the Department of African Languages at the University. Six Readers were produced at Stage II (250 words building up by stages to 1,000 words) and three Readers at Stage III (1,000 to 2,000 words).

One Shona homecraft booklet Musha Unofadza has been adapted for 'new literates' by basing the vocabulary on a Shona primer and introducing new words gradually and repeatedly, although the original vocabulary was not derived from a word frequency count.

In order to identify the basic words an adult meets almost daily a functional word list has been developed by Mitzel (1966). Concepts in the basic 5,000 words are not always simple, but are representative of what an adult should be able to understand in order to make decisions.

3. Evaluation of texts

Guiding principles have been proposed by Spaulding (1955: 237-253 and 1957: 41-43) in preparing reading materials for readers of limited ability, and the Burma Translation Society has produced a scale consisting of 300 points for evaluating publications (Richards, 1959: 206-209).

Library facilities and the range of readers

It was intended from the outset of the Seki project that the libraries would be of most immediate use to those already literate in the community, that is, to those adults who had some previous schooling. The same point is made by Baregu (1972) particularly with regard to school-leavers in the rural areas of Tanzania, of whom eighty per cent cannot continue beyond grade seven.

It is also interesting to note that Kalajdzieva (1972) reports that in Bulgaria twenty per cent of the rural population are registered as library readers, but most are children (60%). Adults engaged in farm work are not regular readers. Most rural Bulgarian adults limit themselves to the daily press and have lost the habit of reading books regularly - due to widespread use of radio, television and cinema. This may suggest possible future trends in the rural areas of Rhodesia.

In a discussion of the availability of library facilities in the USA, Spaulding (1955) concludes that of those people served by a public library, a very limited number makes any constant use of the facilities; of those that visit the library frequently, the chance of them being influenced by any one item of printed material is again very small.

The term 'new literate' can be misleading, because in addition to those who have never been to school and those who have emerged from adult literacy classes, there are others who have recently left school with a very rudimentary primary education, and yet others who have lost much of the reading ability they once had. In addition, the range of readers described as 'new literates' includes various levels of achievement. For example, literacy classes at Seki in 1970 were divided into two levels 'slow' and 'advanced'. Students in 'slow' classes had less than one year of previous primary education, while those in 'advanced' classes had nearly four years of primary education.

The majority of those in 'slow' classes could not satisfactorily complete the primer after 243 hours of instruction. (Smith, 1970).

'Advanced' students completed the primer satisfactorily in 153 hours of instruction, and a follow-up study twelve months' later showed that it was at this level of attainment that these 'new literates' begin to relate literacy materials in a functional manner to their life situations. (Smith, 1971).

For those adults with very limited reading ability - e.g., rudimentary skill in word recognition and the inability to

read with speed, fluency and understanding - it is considered that special reading materials (and instruction) are required for the progressive improvement of reading speed and comprehension. Although an absolute distinction cannot be made because some so-called 'new literates' at a high level of attainment might benefit from library provision, it is considered that these specially prepared reading materials are best developed, tested and taught as a more advanced segment of the literacy instructional process by literacy organisations.

It is unrealistic to expect a library system to cater for those in the community with very limited reading ability and who need special material and assistance.

The suggested provision of reading materials at the various levels of attainment can thus be illustrated as follows:-

Literacy teaching material)
Reading material for 'new literates') - Literacy classes

Reading material for the literate public) Vernacular) English - Library System

THE INVESTIGATION : METHODOLOGY

Data was collected in two ways:-

1. Information on books borrowed was recorded on the back of members' registration cards, and,
2. an interview schedule was designed and administered to a sample of members at the three libraries which had been in existence the longest - i.e., Besa (August, 1972), Murape and Jonasi (April, 1973).

Data from registration cards

Members' registration cards indicated the number of books borrowed by each member.

Members were then arbitrarily categorised into regular readers - those who had borrowed more than three books, and occasional readers - those who had borrowed three books or less.

However, it was subsequently found that there is a considerable interchange of books between library members outside the normal library borrowing times. In addition three occasional readers at Besa only joined the library in January/February, 1973, and two occasional readers at Jonasi became library members several weeks after the library was initiated.

Furthermore, due to the very simple method of book issues, the dates on which books were issued and returned is not known. (The provision of a date stamp to each library committee would facilitate the collection of this data if it is required in future).

For these reasons the division into these two categories, regular and occasional readers, must be considered to be rather crude and tentative.

The Interview Schedule

A student studying for the Certificate in Adult Education at the university, and who was already deeply involved with the Methodist savings clubs at Seki, agreed to undertake evaluation of the Seki library project as part of the Certificate course, under the guidance of the author.

In May, 1973, informal discussions were held by the student with library members at the three centres. This was followed by a study of the limited literature on rural libraries and the design of a preliminary interview schedule with headings and questions. This preliminary schedule was pre-tested by the student with two library members and three savings club field-workers (Shona females) who completed the questions. A final interview-schedule was then prepared.

This final interview schedule consisted of six sections:-

1. Personal and family details.
2. Previous reading pattern.
3. Reading interests.
4. Present reading habits.
5. Kinds of books preferred - presentation.
6. Future development of the library.

In mid-June seven interviewers (four field-workers, and the three librarians) were trained by the student in standard administration of the interview schedule. The data collection exercise took place during the last two weeks of June.

The sample

A sample of sixty library members was interviewed from a total membership of 122 at the three libraries. The sample was drawn from those library members attending savings club meetings, and supplemented by other library members who could be conveniently interviewed at home. Although the sample is not random it is considered to be broadly representative of library members of savings clubs at Seki.

All the respondents were women, forty-five of whom were married, fourteen were young unmarried women and one a divorcee.

Further details of the age and education of the sample are given in Tables 1 and 2.

TABLE 1

Mean ages of 'regular' and 'occasional' readers

	Total Membership	Mean age: 'Regular' readers		Mean age 'Occasional' readers	
Besa	49	(N=12)	28,4	(N=8)	28,2
Murape	37	(N=11)	30,5	(N=13)	30,4
Jonasi	36	(N=6)	23,0	(N=10)	33,7
Totals:	122	(N=29)	28,2	(N=31)	31,3

The mean age of the total sample was 29,8 years.

TABLE 2

Number of years of education: 'regular' and 'occasional' readers

	Years of education 'Regular' readers			Years of education 'Occasional' readers		
		Mean	Range		Mean	Range
Besa	(N=12)	5,8	(3-7)	(N=8)	7,7	(5-10)
Murape	(N=11)	6,9	(5-8)	(N=13)	6,4	(1-8)
Jonasi	(N=6)	6,5	(6-7)	(N=10)	6,3	(4-10)
Totals:	(N=29)	6,4	(3-8)	(N=31)	6,7	(1-10)

The mean number of years of education of the total sample was 6,5 years.

All respondents stated that they could read Shona and forty-seven of the sixty stated that they could read English. Those who could not read English are generally older and/or have fewer years of education.

FINDINGS

Use of library facilities

At the time of data collection the Besa library had been in operation for a period of about ten months. However, this includes the cropping season, October to April, when rural people must give priority to work in the fields. The libraries at Murape and Jonasi had been in operation for a period of about three months at the time of data collection.

Other than inaugural meetings, there has been no deliberate attempt to advertise the libraries.

The numbers of books borrowed varied considerably. This is shown in Table 3.

TABLE 3

Books borrowed - 'Regular' and 'Occasional' readers

		Books borrowed 'Regular' readers				Books borrowed 'Occasional readers		
		Mean	Median	Range		Mean	Median	Range
Besa	(N=12)	10,0	8,5	(5-19)	(N=8)	2,2	2,8	(1-3)
Murape	(N=11)	6,4	6,2	(4-18)	(N=13)	1,6	1,4	(1-3)
Jonasi	(N=6)	5,3	5,5	(4-7)	(N=10)	1,7	1,7	(1-3)

A mean of more than four books was borrowed by the total sample.

This data was collected from members' registration cards. However, information from the interview schedule showed that thirty-seven out of sixty in the sample exchanged library books between library meetings. Thus Table 3 is an under-estimate of the use that has actually been made of library facilities, and this informal exchange of books further blurs the distinction between 'regular' and 'occasional' readers.

In addition, the figures given in Table 1 and Table 2 suggest that (in this sample) age and education are not correlates of library use.

Discussions were held with the interviewers following the completion of data collection to try to ascertain why some members made greater use of library facilities than others. Their impressions were that those who made only limited use of the library did not deliberately make time available for reading, in some cases there was too much work to do, and uneducated husbands are a disincentive to regular reading. They suggested that the most regular borrowers have educated husbands and that they also borrow books for their children.

The interviewers concluded that interest in reading will gradually build up in the community as the result of the library scheme.

Previous Reading Pattern

Before the start of the library scheme the main material which was read by the sample consisted of letters, the Bible and hymn books, etc., notices and advertisements. Material which was reported as not being generally read consisted of newspapers, magazines, instructions on sewing, etc., and agriculture, accounts, etc., and government notices. Eight 'regular' and seven 'occasional' readers stated that they did not read any materials before the commencement of the library scheme.

Reading interests

Responses to the question on the selection of books according to subjects were as follows:-

Subject	Number of times borrowed
Fiction - love	36
Etiquette	32
Homecraft	30
Health	30
Fiction - crime	23
School books	21
Fiction - adventure	19
Agriculture	16
Business/bookkeeping, etc.,	6

Reading preferences are influenced to some extent by the availability of book-stock, but these responses appear to be closely related to what one would expect to be women's interests. This should be borne in mind in the preparation of developmental reading materials (e.g., in agriculture), in rural areas where there is high male absenteeism.

Reading Habits

There appears to be no particular time for reading books. Some read during the day, some at night, and some during the day and at night. Lighting is by candles or paraffin lamps.

Most respondents reported that they read books in parts, although occasionally an individual may read a complete book at a time.

With regard to the use of information obtained from books, fifty-five out of the sixty respondents stated that they had discussed books they had borrowed with other people, thirty-four stated that they had tried out instructions or ideas in the books they had borrowed, but only fourteen had copied out information from books.

Forty-nine respondents stated that they had become interested in a subject after reading about it and forty-seven of these tried to borrow more books on the subject. Fifteen respondents reported that they had borrowed books for members of their family.

Kinds of books preferred - presentation

A larger size of print would be appreciated by twenty-three respondents, although there appeared to be no particular preference for longer or shorter books, or for the number of pictures in a book.

Only four respondents stated that they selected a book by the cover, while fifty-two stated they selected a book by the title.

Respondents were questioned about the level of difficulty of books in the library (there are some multiple responses).

Look for simple books to read	50
Test themselves by selecting difficult books	42
Find most books too difficult to read	17
Find most books too easy to read	35
Find most books just right to read	40

Thus, it appears that the spread of reading difficulty in the book-stock is appropriate for this group.

Finally, respondents expressed an overwhelming preference for additional books, rather than more newspapers or magazines in the library.

Future development of the libraries

Respondents had few problems or suggestions to make on how the library scheme could be improved. Four members mentioned sickness as a personal problem in continuing to read. Two respondents noted lack of English as a problem. Another problem mentioned at one centre was the librarian who had gone on leave and taken the key to the library box with her.

The main suggested improvement mentioned by several respondents is the provision of more 'reference' material in the library, e.g., Bibles, patterns, recipes and dictionaries.

One respondent also mentioned 'inability factors', previously noted by Smith (1971) - the inability to apply information gained from books due to shortage of money, inputs and equipment, etc.

CONCLUSIONS

The limitations of this pilot study of rural libraries must be borne in mind - the lack of randomisation and small size of sample consisting of rural African women, the short period that two of the libraries had been in existence at the time of data collection and the possible sensitising effect of the questions making up the interview schedule.

However, despite these weaknesses there are some cautious conclusions which can be drawn.

1. It is possible to provide a library box at small rural centres at a relatively low cost and this is a useful adjunct to a rural development programme.

2. The simple library management procedures can be easily taught. The library then requires the minimum of outside supervision, except for replenishment of book-stock. Provision of book-stock and records should not be the responsibility of the library committee but should be undertaken by the local mission or other sponsoring body at District or Provincial level.

3. In order to ensure regular use, provision of such library facilities should be limited to those rural centres where there is an active local developmental organisation which meets weekly, e.g., Savings Clubs. Other organisations which might be suitable are Women's Clubs, and YFC's. The library can then be regarded as the provision of an additional service to supplement an ongoing development programme and can assist in helping to create a 'literate environment'.

4. The paucity of vernacular literature at any level of reading difficulty underlines the inevitability of providing an increasing amount of suitable reading material in English.

5. A study of the reading difficulty of reading material in the vernaculars for the 'new literate' is a possible area for future investigation. However, it is felt that the preparation, testing and teaching of specially prepared materials for 'new literates' with limited reading ability should be undertaken by literacy organisations as an advanced part of the literacy instructional process. The library service should be aimed at those in the community who can already read with some speed, fluency and understanding, and not be specifically directed to those who have recently emerged from literacy classes.

6. Those able to benefit from the provision of simple rural library services appear to have completed lower primary schooling (a mean of between six and seven years' education), and are active members in the community (a mean age of about thirty years). Taking into account the limitations of vernacular book-stock and the increasing trend towards the use of English, it does not seem to be worth providing library services unless a large proportion of readers meet these criteria (or are younger with more education).

It is suggested that a special effort should be made to interest rural school-leavers in joining a local library. Van Baal (1967) has suggested that literacy courses can never make up for training and reading habits acquired in childhood, and that the provision of reading materials is the best strategy to overcome widespread illiteracy.

7. 'Regular' readers in the study sample do not appear to differ significantly in age or education from 'occasional' readers. It is suggested that a more detailed study of those who are able to read and who have a regular reading habit would provide additional useful information on the use of library facilities. Gray (1961: 139-141 and 142-4) has suggested methods of promoting permanent interests in reading, and Harris (1969: 1069-1104) has concisely summarised research on reading and provided many references for further study.

8. Information on previous reading patterns brings out the lack of available reading material in a rural community prior to the introduction of the library scheme. However, information on subsequent reading interests suggests that one should not be too optimistic in proposing rural libraries as instruments for promoting specific aspects of a development programme. It should also be noted that much of the reading material for development programmes needs to be carefully written, taking into account local circumstances.

9. The organisation of study circles along the lines described by Laidlaw (1961) or Belding (1964) in conjunction with 'package programmes' in agriculture and home economics (on the day the library is open)

might assist in overcoming 'inability factors' in the application of ideas and information gained from books. This is a further development of the rural library scheme beyond the scope of this study which would be worth investigating.

ACKNOWLEDGMENTS

The implementation and evaluation of this pilot rural library scheme was made possible by a grant from the Dulverton Trust.

Mrs. N. Scott-Burden of the University of Rhodesia Library developed the simplified management procedures for the libraries and willingly undertook the purchase and recording of book-stock. (Donations of book-stock were also received from various sources).

Mrs. D. Mitchell undertook a major part of the evaluation - pre-test and design of the interview schedule, training interviewers, supervision of data collection and tabulation and analysis of data. (Mrs. Mitchell is continuing the study in greater depth as part of the Certificate in Adult Education course).

The libraries were established at the four Catholic Centres with the assistance of Father T. Jackson, S.J., and Father T. Page, S.J., and at the four Methodist centres by Mrs. D. Mitchell.

Brother F. Waddelove, S.J., gave advice on book selection and assisted with transport and with the training of the local library committees.

G.A. Smith

July, 1973.

REFERENCES

BAREGU, M.L.M. (1972). 'Rural Libraries in functional literacy campaigns'. Unesco Bulletin for Libraries. 26: 18-24.

BELDING, R.E. (1964). 'Study Circles in Sweden'. Adult Education (USA). 14: 146-150.

CHILDS, J.M. (1971). 'Reorientation of Grades 1 and 2'. New Approaches to Primary Education for African Children in Rhodesian Schools. A Report of the T4/T3 Seminar held at Gwelo Teachers' College, May 11th to May 14th. Salisbury: Ministry of African Education.

C.S.O. (1971). 1969 Population Census (Interim Report). Volume II. The African Population, Salisbury: Central Statistical Office.

EAST, R. (1959). 'Some reflections on the use of word counts'. In: G.C. Richards, The Provision of Popular Reading Materials. Monograph on Fundamental Education, Paris: Unesco.

FLESCH, R. (1943). Marks of Readable Style. New York: Teachers' College, Columbia University.

GRAY, W.S. (1961). The Teaching of Reading and Writing. Monographs on Fundamental Education, Paris: Unesco.

GRAY, W.S. and LEARY, B.E. (1935). What makes a Book Readable. Chicago: Chicago University Press.

GUNNING, R. (1952). The Technique of Clear Writing. New York: McGraw Hill.

HARRIS, T.L. (1969). 'Reading'. In: R.L. Ebel (Ed.). Encyclopaedia of Educational Research. Fourth Edition. London: Macmillan.

KALAJDZIEVA, K. (1972). 'Rural Libraries in Bulgaria'. Unesco Bulletin for Libraries. 26: 80-83.

LAIDLAW, A.E. (1961). The Campus and the Community. The Global Impact of the Antigonish Movement. Montreal: Harvest House.

LEEDY, P.D. (1956). Reading Improvement for Adults. New York etc., : McGraw Hill.

McCOLVIN, L.R. (1956). The Chance to Read : Public Libraries in the World To-day. London: Phoenix House.

MITZEL, M.A. (1966). 'The functional reading word list for adults' Adult Education (USA). 16: 67-69.

RICHARDS, G.C. (1963). Simple Reading Materials for Adults : Its Preparation and Use. Manuals on Adult and Youth Education 3. Paris: Unesco.

REFERENCES (Continued).

SMITH, G.A. (1966). Preparing Handouts for African Readers. Domboshawa (Mimeographed).

SMITH, G.A. (1970). A Preliminary Report on Literacy Training, Savings Clubs and Development in Seki Tribal Trust Land. Salisbury: University of Rhodesia, Institute of Adult Education (Mimeographed).

SMITH, G.A. (1971). Communication : Literacy and Development. Paper for presentation to the Second Rhodesian Science Congress, Umtali, September, 1971. Salisbury: University of Rhodesia, Institute of Adult Education (Mimeographed).

SPAULDING, S. (1955). Cited in: G.C. Richards, The Provision of Popular Reading Materials. Paris: Unesco, 1959.

SPAULDING, S. (1957). Cited in: G.C. Richards, Simple Reading Material for Adults: Its Preparation and Use. Paris: Unesco, 1963.

TAYLOR, W.L. (1953). 'Cloze procedure: a new tool for measuring readability'. Journalism Quarterly. 30: 415-433.

van BAAL, J. (1967). 'Notes on the Implications of Universal Literacy'. Community Development Journal. April:35-38 and July: 28-35.